

EARLY WARNING!

Why Reading by the End of Third Grade Matters



A KIDS COUNT Special Report from the Annie E. Casey Foundation

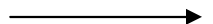
IDAHO FACT SHEET



3 out of every 10 fourth graders in Idaho can read proficiently (32%).

“The world economy demands a more educated workforce, and grade-level reading proficiency is key...the United States will need 60% of its population to possess a post-secondary degree or credential by 2025 to remain globally competitive.”

“The bottom line is that if we don't get dramatically more children on track as proficient readers, the United States will lose a growing and essential proportion of its human capital to poverty, and the price will be paid not only by individual children and families, but by the entire country.”

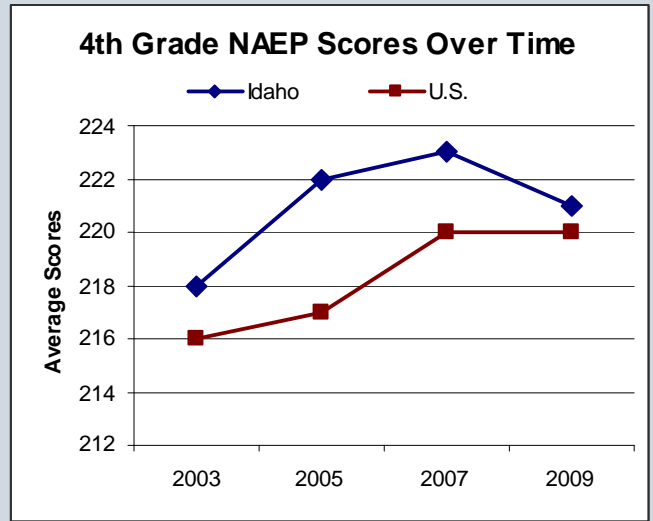


Idaho's ranking among the 50 states (#1 is best) for the percent of 4th graders who read at proficient level or above: **29th**

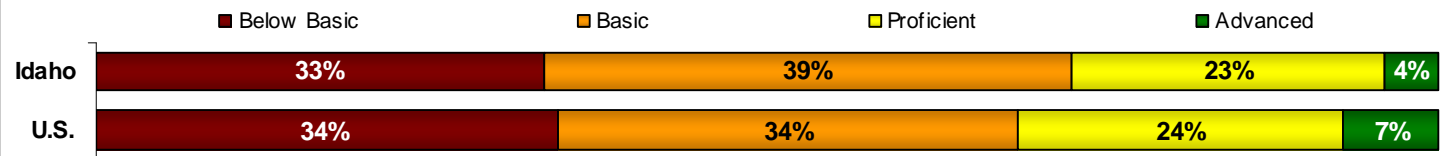
(as measured by the National Assessment of Educational Progress (NAEP), the only nationally representative and continuing assessment of what America's students know and can do in various subject areas).

"4th Grade NAEP Scores Over Time"
Source: NAEP Overview
<http://nces.ed.gov/nationsreportcard/about/>

"2009 NAEP 4th Grade Reading Scores"
Source: NAEP State Profiles
<http://nces.ed.gov/nationsreportcard/states/>



2009 NAEP 4th Grade Reading Scores



High School Dropout Rates Have Reached Critical Proportions, and 3rd Grade Reading Scores are Linked to High School Dropout Rates



The High School Dropout Problem:

6.2 million or **16%** of young people ages 16-24 were high school dropouts nationwide in 2007

Serious Consequences for Idaho and the Nation:

- Every student who does not complete high school costs our society an estimated **\$260,000** in lost earning, taxes, and productivity.
- A McKinsey and Company study concluded that America's GDP could have been **1.3 to 2.3 trillion dollars** higher in 2008 if students had met the educational achievement levels of higher-performing nations between 1983 and 1998.
- An estimated **75%** (26 million) of Americans aged 17-24 cannot join the U.S. Military most often because they are poorly educated, involved in crime or physically unfit.

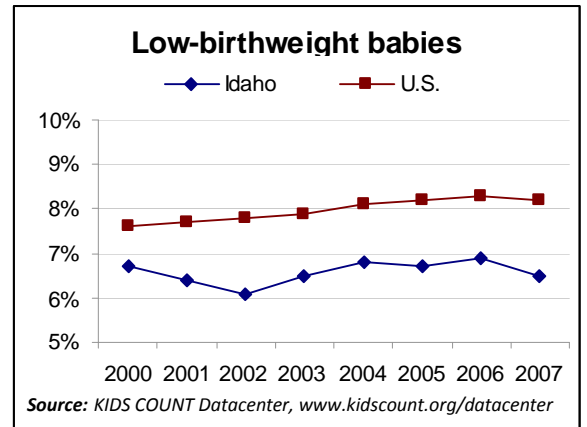
Reading by the End of 3rd Grade is a Critical Marker for Graduating High School

- Until 4th grade, students are learning to read, and during and after 4th grade students should be reading to learn.
- Research shows that three-quarters (**75%**) of students who are poor readers in 3rd grade will remain poor readers in high school.
- A person who is not at least a moderately skilled reader by the end of 3rd grade is unlikely to graduate high school.

Major Factors that Impact 3rd Grade Reading Proficiency:

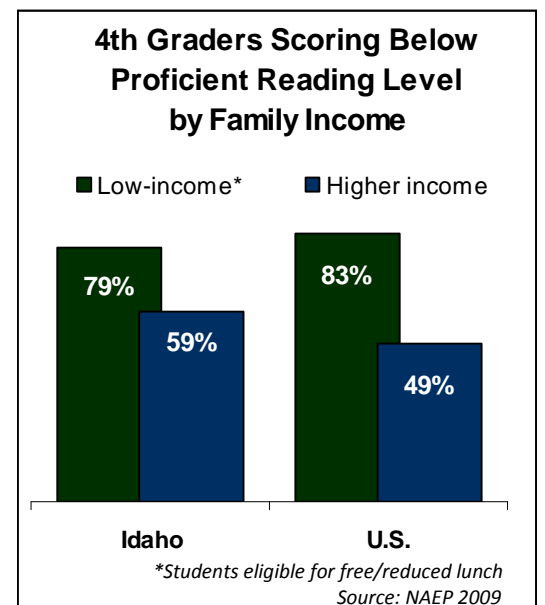
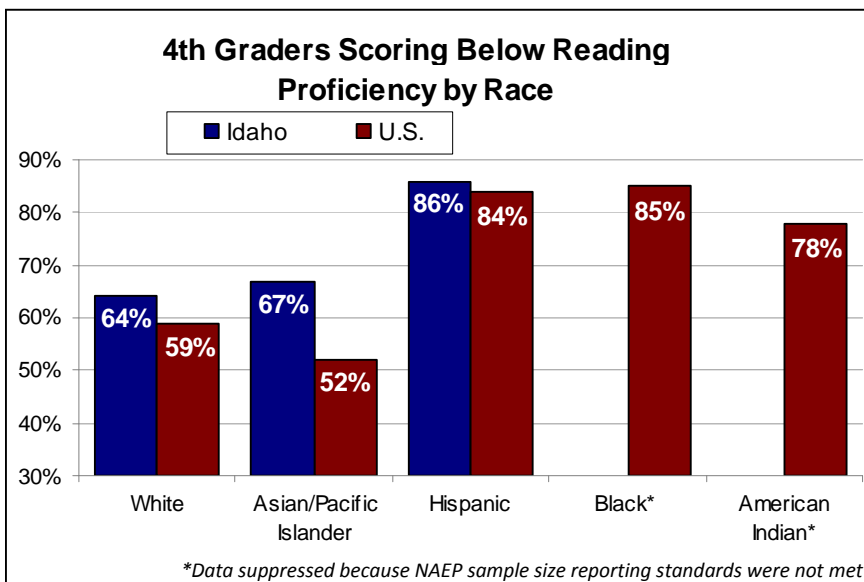
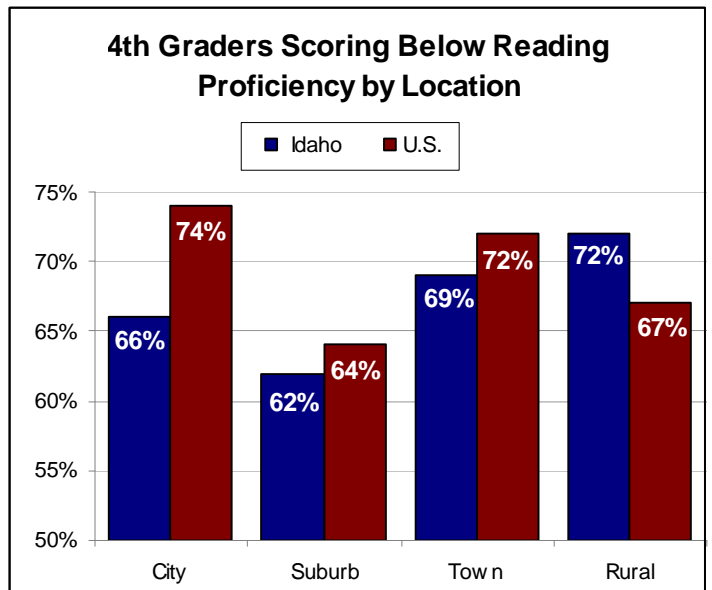
HEALTH AT BIRTH

- Low birthweight babies are at greater risk for learning problems.
- Idaho's low birthweight rate is **6.5%**.
- The U.S. low birthweight rate is 8.2%



FAMILY ECONOMICS

- Poverty and low-income play a huge role in determining how likely a child is to be a grade-level reader by the end of 3rd grade.
- Almost **1/2** of Idaho children live in low-income households, ranking Idaho **39th** in the nation.
- Low-income children have a higher incidence of health problems that interfere with learning.
- Low-income children are less likely to participate in high-quality early childhood and pre-kindergarten programs.
- Rural and minority children have the highest risk of scoring below proficiency in Idaho.
- "The fact is that the low-income 4th graders who cannot meet NAEP's proficient level in reading today are all too likely to become our nation's lowest-income, least skilled, least productive, and most costly citizens tomorrow."
- "By 2050, nearly **1 in 3** U.S. residents will be Hispanic—yet Hispanic children have some of the poorest educational outcomes in the country."



Major Factors that Impact 3rd Grade Reading Proficiency (continued)

SCHOOL READINESS

- Children who enter kindergarten with poor early literacy skills tend to be poor readers in 1st grade and even into high school.
- **1/2** of Idaho children ages 3-5 were not enrolled in nursery school, preschool, or kindergarten in 2008.
- Idaho ranks **44th** in the nation (#1 is best) for the percentage of children not enrolled in nursery school, preschool, or kindergarten.

CHRONIC ABSENCE

- Chronic Absence is a problem for **1 in 10** kindergarteners and first graders nationwide.
- Living in a poor or low-income family greatly increases the chances of being at risk for chronic absence.

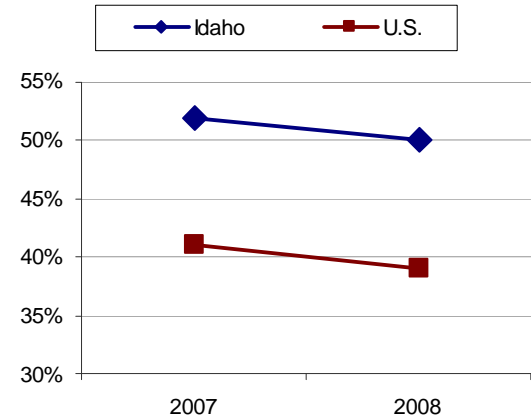
LEARNING LOSS DURING SUMMER MONTHS

- Low-income children fall behind as much as **2 months** of reading achievement while their middle-income peers make slight gains.

LOW-PERFORMING SCHOOLS

- In low-performing schools the curriculum is often too shallow, teachers are unprepared, and assessments are inappropriate and poorly administered.
- In the 2009-2010 school year, **62%** of Idaho schools attained their Adequate Yearly Progress (AYP) goals. This figure is down from 66% for the 2008-2009 school year. (*Source: Idaho State Department of Education, www.sde.idaho.gov*)

Percent of Children Ages 3 to 5 Not Enrolled in Nursery School, Preschool, or Kindergarten



Source: KIDS COUNT Datacenter, www.kidscount.org/datacenter

Unless otherwise noted, the quotes and data points in this brief can be found in the 2010 Annie E. Casey Foundation Report *Early Warning: Why Reading by the End of Third Grade Matters*.

This report can be found on the National KIDS COUNT website, www.kidscount.org.

This brief is funded by a grant from the Annie E. Casey Foundation.
This and other reports can be found on our website,
www.idahokidscount.org

